

TECHNICAL INFORMATION

*“Addressing the Needs of Students
with Learning Difficulties through the
Response to Intervention (RTI)
Strategies”*

Wednesday, November 17, 2004

TIME: 1:00 p.m. – 3:00 p.m. ET
12:00 p.m. – 2:00 p.m. CT
11:00 a.m. – 1:00 p.m. MT
10:00 a.m. – 12:00 p.m. PT

TEST TIME: 12:30 p.m. – 1:00 p.m. ET
11:30 a.m. – 12:00 p.m. CT
10:30 a.m. – 11:00 a.m. MT
9:30 a.m. – 10:00 a.m. PT

SATELLITE: IA-6 (formerly TELSTAR – 6)

BAND: C-BAND

TRANSPONDER: 5

CHANNEL: 5

POLARITY: VERTICAL

AUDIO: 6.2 / 6.8 MHz

LOCATION: 93° WEST LONGITUDE

FREQUENCY: 3800 MHz

TECHNICAL TROUBLE NUMBER (Day of the program only)
Pittsburgh International Teleport (TV Operations Center) - 800-634-6530



Source: Iowa Department of Education, Bureau of Children, Family and Community Services.

Any questions can be forwarded to Lana Michelson by calling (515) 281-3176.

GEI Rubric

Item	Benchmark	Meets Rule	Partially Meets Rule	Does Not Meet Rule
A	The LEA provides general notice to parents on an annual basis about the provision of general education interventions.	Documentation of annual notice is present	Documentation is present, but evidence of annual provision to parents is lacking	Documentation is not present
B	General education interventions include teacher consultation with special education support and instructional personnel	Documentation of participation of general education teachers, special education support staff and other instructional personnel is present 3 People	Documentation of participation in the GEI by two of the three required participants (general education teachers, special education support staff and other instructional personnel) 2 People	Documentation of participation in the GEI includes the general education teacher only and/or Documentation of participants is not present 1 Person
C	General education interventions includes documentation of measurable and goal directed attempts to resolve presenting problems/behaviors of concern	The description of the problem behavior is specific, observable, alterable and measurable. A goal statement is present.	One or more of the criteria is present, but not all of them.	None of the criteria are present or problem behavior is not stated.
D	General education interventions include documentation of communication with parents	Documentation of communication with parents is present	-	Documentation of communication with parents is not present

GEI Rubric

Item	Benchmark	Meets Rule	Partially Meets Rule	Does Not Meet Rule
E	General education interventions include documentation of data collection related to the presenting problem/behaviors of concern	Documentation of baseline data related to the presenting problem/behaviors of concern is present Data = a Number	Documentation of data are present, but not directly related to the presenting problem/behaviors of concern	Data are not present
F	General education interventions include documentation of intervention design to improve an individual's educational performance	Documentation includes an intervention plan that is written, it is an instructional plan, and may include modifications and adaptations in instruction, the general curriculum and/or the environment.	Documentation includes a written plan, there is no evidence of instruction or modification and/or adaptation to Curriculum, Instruction and the Environment	Intervention plan documentation not present.
G	General education interventions include documentation of systematic progress monitoring to measure the effects of interventions. This is about formative decision making	Documentation includes evidence of systematic data collection over time and the data are used for making educational decisions (41.5 – Definitions) For scoring, “systematic” means data collected at least weekly.	Documentation includes evidence of systematic data collection but no documentation of use for educational decision making or data are not collected systematically but are used to make decisions.	Data are not present
H	Data present are consistent with the decision made?	Extremely consistent	Somewhat Consistent	Don't have a clue why that decision was made

Source: Iowa Administrative Rules of Special Education (with IDEA Federal Code references) pages 17-19, February 2000, Iowa Department of Education, Bureau of Children, Family and Community Services.

Any questions can be forwarded to Lana Michelson by calling (515) 281-3176.

DIVISION VII IDENTIFICATION

281—41.47(256B,34CFR300) Identification of eligible individuals.

41.47(1) Definition. As used in this division, identification has two purposes: (1) to identify those individuals who require special education and (2) to identify individuals who need general education interventions as described in subrule 41.48(2).

41.47(2) Procedures. Each AEA, in conjunction with each constituent LEA, shall establish and implement ongoing identification and evaluation procedures to ensure early identification of and appropriate special education for eligible individuals of all ages, including individuals in all public and private agencies and institutions within that jurisdiction, as specified in rule 41.1(256B, 34CFR300,303) of these rules. Each AEA shall have written procedures for the identification process.

41.47(3) Systematic problem solving process. When used by an AEA in its identification process, systematic problem solving means a set of procedures that is used to examine the nature and severity of an educationally related problem. These procedures primarily focus on variables related to developing effective educationally related interventions. Active parent participation is an integral aspect of the process and is solicited throughout. At a minimum, the process includes:

a. Description of problem. The presenting problem or behavior of concern is described in objective, measurable terms that focus on alterable characteristics of the individual and the environment. The individual and environment are examined through systematic data collection. The presenting problem or behaviors of concern are defined in a problem statement that describes the degree of discrepancy between the demands of the educational setting and the individual's performance.

b. Data collection and problem analysis. A systematic, data-based process for examining all that is known about the presenting problem or behaviors of concern is used to identify interventions that have a high likelihood of success. Data collected on the presenting problem or behaviors of concern are used to plan and monitor interventions. Data collected are relevant to the presenting problem or behaviors of concern and are collected in multiple settings using multiple sources of information and multiple data collection methods. Data collection procedures are individually tailored, valid, and reliable, and allow for frequent and repeated measurement of intervention effectiveness.

c. Intervention design and implementation. Interventions are designed based on the preceding analysis, the defined problem, parent input, and professional judgments about the potential effectiveness of interventions. The interventions are described in an intervention plan that includes goals and strategies, a progress monitoring plan, a decisionmaking plan for summarizing and analyzing progress monitoring data, and responsible parties. Interventions are implemented as developed and modified on the basis of objective data and with the agreement of the responsible parties.

d. Progress monitoring. Systematic progress monitoring is conducted which includes regular and 18 frequent data collection, analysis of individual performance across time, and modification of interventions as frequently as necessary based on systematic progress monitoring data.

e. Evaluation of intervention effects. The effectiveness of interventions is evaluated through a systematic procedure in which patterns of individual performance are analyzed and summarized. Decisions regarding the effectiveness of interventions focus on comparisons with initial levels of performance.

281—41.48(256B,34CFR300) Identification process. Each AEA shall develop and use an identification process that, at a minimum, includes the following activities and procedures. The AEA shall maintain adequate records of the results of the identification process.

41.48(1) Interactions. The identification process shall include interactions with the individual, the individual's parents, school personnel, and others having specific responsibilities for or knowledge of the individual. Active parent participation is solicited throughout the process. Parents are communicated with directly and are encouraged to participate at all decision points.

41.48(2) General education interventions. Each LEA, in conjunction with the AEA, shall attempt to resolve the presenting problem or behaviors of concern in the general education environment prior to conducting a full and individual evaluation. In circumstances when the development and implementation of general education interventions are not appropriate to the needs of the individual, the IEP team as described in subrule 41.62(1) and, as appropriate, other qualified professionals, may determine that a full and individual initial evaluation shall be conducted. Documentation of the rationale for such action shall be included in the individual's educational record. The parent of a child receiving general education interventions may request that the agency conduct a full and individual initial evaluation at any time during the implementation of such interventions.

a. Each LEA shall provide general notice to parents on an annual basis about the provision of general education interventions that occur as a part of the agency's general program and that may occur at any time throughout the school year.

b. General education interventions shall include teacher consultation with special education support and instructional personnel working collaboratively to improve an individual's educational performance. The activities shall be documented and shall include measurable and goal-directed attempts to resolve the presenting problem or behaviors of concern, communication

with parents, collection of data related to the presenting problem or behaviors of concern, intervention design and implementation, and systematic progress monitoring to measure the effects of interventions.

c. If the referring problem or behaviors of concern are shown to be resistant to general education interventions or if interventions are demonstrated to be effective but require continued and substantial effort that may include the provision of special education and related services, the agency shall then conduct a full and individual initial evaluation.

41.48(3) *Full and individual initial evaluation.* An initial evaluation of the individual's educational needs shall be completed before any action is taken with respect to the initial provision of special education and related services. Written parental consent as required in these rules shall be obtained prior to conducting the evaluation. The purpose of the evaluation is to determine the educational interventions that are required to resolve the presenting problem, behaviors of concern, or suspected disability, including whether the educational interventions are special education. An evaluation shall include:

- a. An objective definition of the presenting problem, behaviors of concern, or suspected disability.
- b. Analysis of existing information about the individual, as described in paragraph 41.48(4)"a."
- c. Identification of the individual's strengths or areas of competence relevant to the presenting problem, behaviors of concern, or suspected disability.
- d. Collection of additional information needed to design interventions intended to resolve the presenting problem, behaviors of concern, or suspected disability, including, if appropriate, assessment or evaluation of health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, adaptive behavior and motor abilities.

41.48(4) *Determination of needed evaluation data.* As part of a full and individual initial evaluation and as part of any reevaluation described in rule 41.77(256B,34CFR300), the IEP team as described in subrule 41.62(1) and, as appropriate, other qualified professionals, shall:

a. Review existing evaluation data on the individual including evaluations and information provided by the parents of the individual, current classroom-based assessments and observations, observations by teachers and related services providers and the results of general education interventions.

b. On the basis of the review and input from the individual's parents, identify what additional data, if any, are needed to determine:

- (1) Whether the individual has a disability or, in case of a reevaluation, whether the individual continues to have a disability.
- (2) The present levels of performance and educational needs of the individual.
- (3) Whether the individual needs special education and related services or, in the case of a reevaluation, whether the individual continues to need special education and related services.

(4) Whether any additions or modifications to the special education and related services are needed to enable the individual to meet the measurable annual goals set out in the IEP of the individual and to participate, as appropriate, in the general curriculum or, in the case of preschool children, appropriate activities.

41.48(5) *Conduct of review.* The group of individuals described in subrule 41.48(4) may conduct its review without a meeting.

41.48(6) *Need for additional data.* The group as described in subrule 41.62(1) shall administer the tests and other evaluation materials, and use assessment tools and strategies as may be needed to produce the data identified under subrules 41.48(3) and 41.48(4).

41.48(7) *Additional data not needed.* If the group as described in subrule 41.62(1) determines that no additional data are needed to determine whether the individual continues to have a disability, the agency shall notify the individual's parents of the team's determination and the reasons for it, and of the right of the parents to request an assessment to determine whether, for purposes of services described in these rules, the individual continues to have a disability. The agency is not required to conduct this assessment unless requested to do so by the individual's parents.

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Why RTI?, RTI Defined and RTI On the Ground

NASDSE Satellite Conference

Steve Kukic
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Executive Director of Children, Family and Community Services
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November 12, 2014

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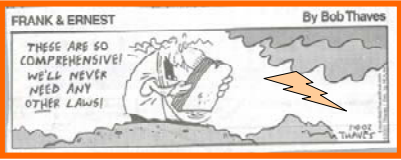
From the History Channel to CNN: LD Identification from one IDEA to Another

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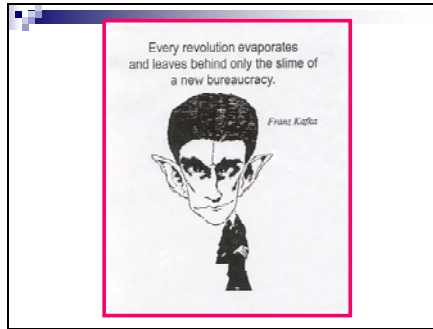
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FRANK & ERNEST

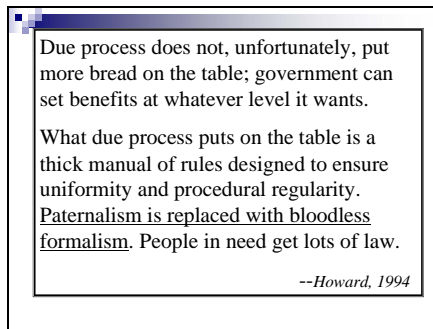
By Bob Thaves



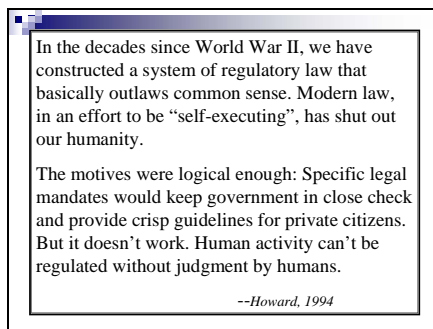
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In 1975 Congress passed the Education for All Handicapped Children Act (now known as the Individuals with Disabilities Education Act). Our confusion over government's role was complete: We wanted it to solve social ills, but distrusted it to do so. Congress had resolved this dilemma by using rights to transfer governmental powers to special interest groups.

Howard, 1994

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Statutory Definition of LD

- The term "specific learning disability" means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning disabilities which are primarily the result of visual, hearing, or motor handicaps, or mental retardation, or emotional disturbance, or of environmental, cultural, or economic disadvantage (USOE, 1968).

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1997 Federal Regulations

- A team may determine that a child has a specific learning disability if:
 - the child does not achieve commensurate with his or her age and ability levels in one or more of the areas listed in paragraph (a)(2) of this section, when provided with learning experiences appropriate for the child's age and ability levels; and
 - the team finds that a child has a severe discrepancy between achievement and intellectual ability in one or more of the following areas (IDEA, 1997).

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1977 Federal Regulations

- A severe discrepancy between achievement and intellectual ability in one or more of the areas:
 1. oral expression;
 2. listening comprehension;
 3. written expression;
 4. basic reading skill;
 5. reading comprehension;
 6. mathematics calculation; or
 7. mathematic reasoning.


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1977 Federal Regulations

- The child may not be identified as having a specific learning disability if the discrepancy between ability and achievement is primarily the result of:
 1. a visual, hearing, or motor handicap;
 2. mental retardation;
 3. emotional disturbance; or
 4. environmental, cultural, or economic disadvantage (USOE, 1977).

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No child left behind...



No teacher left unsupported!

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Consensus Report – LD Summit 2001

- IQ/Achievement Discrepancy is neither necessary nor sufficient for identifying individuals with SLD (specific learning disabilities).
- IQ tests do not need to be given in most evaluations of children with SLD.
- There should be alternate ways to identify individuals with SLD in addition to achievement testing, history, and observations of the child.

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Consensus Report – Alternatives 2001

- Response to quality intervention is the most promising method of alternate identification and can both promote effective practices in schools and help to close the gap between identification and treatment.
- Any effort to scale up response to intervention should be based on problem solving models that use progress monitoring to gauge the intensity of intervention in relation to the student's response to intervention.
- Problem solving models have been shown to be effective in public school settings and in research.


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The Demise of IQ Testing for Children with Learning Disabilities

Presented by
Robert H. Pasternack, Ph.D.
Assistant Secretary, Office of Special Education
and Rehabilitative Services
National Association of School Psychologists
2002 Annual Convention
Chicago, Illinois
March 1, 2002




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Main Points

- Validity of the LD concept does NOT hinge on the validity of IQ-Achievement Discrepancy as a means for identifying individuals with LD.
- IQ-Achievement Discrepancy is not a valid means for identifying individuals with LD.
- There is no compelling need for the use of IQ tests in the identification of LD.
- Elimination of IQ tests in the identification of LD will help shift the emphasis in Special Education away from eligibility and towards getting children the interventions they need to be successful learners.


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Response to Intervention

- Studies of responsiveness to intervention generally do not find relationships with IQ or IQ-discrepancy.
- May seem counterintuitive, but IQ tests do not measure cognitive skills like phonological awareness that are closely associated with LD in reading.


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Why give IQ Tests?

- Eligibility evaluations are costly: IQ tests are time consuming and do not contribute to treatment planning.
- Wait to fail model- we wait for kids to fail to provide services.
- All the research we have points to the value of early intervention.
- IQ tests contribute to over- representation of minorities in special education.
- Role of school psychologist should change.
- CHANGE IS GOOD!


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LD Roundtable I: Finding Common Ground Initiative 2002

- 10 national organization with a deep interest in LD
- OSEP funded
- Discussion based on August 2001 LD Summit
- Found common ground!


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Finding Common Ground Initiative 2002

- Agreed to work for the elimination of the IQ Achievement discrepancy
- Agreed to the concept of the 3 tiered model for identification

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Key Issues in IDEA Re-authorization

- HR 1350 The Improving Educational Results for Children with Disabilities Act
- S 1248 The Individuals with Disabilities Education Improvement Act
 - IEP
 - Discipline
 - Research
 - LD identification

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April 2003
U.S. House of Representatives approves IDEA reauthorization bill, H.R. 1350 which includes new language regarding the identification of SLD as follows.

614 (b)(6) SPECIFIC LEARNING DISABILITIES—
IN GENERAL: -- Notwithstanding section 607 of this Act, or any other provision of law, when determining whether a child has a specific learning disability as defined under this Act, the LEA shall not be required to take into consideration whether the child has a severe discrepancy between achievement and intellectual ability in oral expression, listening comprehension, written expression, basic reading skill, reading comprehension, mathematical calculation or mathematical reasoning.

ADDITIONAL AUTHORITY—
In determining whether a child has a specific learning disability, a LEA may use a process which determines if a child responds to scientific, research based intervention."

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June 2003
U.S. Senate HELP Committee approves IDEA reauthorization bill, S. 1248 which includes new language regarding the identification of SLD as follows (bill as reported to the full Senate).

614 (6) SPECIFIC LEARNING DISABILITIES-
(A) IN GENERAL- Notwithstanding section 607(b), when determining whether a child has a specific learning disability as defined in section 602(29), a local educational agency shall not be required to take into consideration whether a child has a severe discrepancy between achievement and intellectual ability in oral expression, listening comprehension, written expression, basic reading skill, reading comprehension, mathematical calculation, or mathematical reasoning.
(B) ADDITIONAL AUTHORITY- In determining whether a child has a specific learning disability, a local educational agency may use a process that determines if the child responds to scientific, research-based intervention as a part of the evaluation procedures described in paragraphs (2) and (3).

May 2004 S. 1248 passed by the Senate.

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**LD Roundtable II: From Statute to Regulation
2003 - 2004**

- 15 organizations including NASDSE
- Role of comprehensive evaluation delineated
- Requirement to investigate strengths and weaknesses in performance or cognitive abilities added
- Team competencies defined
- Scientific, research-based interventions defined
- Timelines established
- Cultural difference added as a disclaimer

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LD Roundtable III?

- Delivering research based reading instruction?
- Developing (synthesizing) an RTI model?
- Measuring the exclusionary factors (disclaimers)?

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Fullan's Tipping Points

- The social attractors of moral purpose
- Quality relationships
- Quality ideas

Moral purpose and quality ideas need to have sticky qualities.

New relationships need law of the few to help kick start the process in order to create new role models and context.

Fullan, 2003

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A deliberate strategy...


Raise the Bar & Close the Gap...

WITH A VENGEANCE!

Fullan, 2003

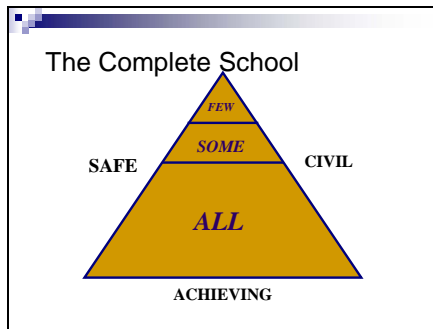
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We are all
caught up in an
inescapable web
of mutuality.



-Martin Luther King, Jr.


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If our services do not result in a
closing of the achievement gap,
they are not effective.

Kukic, 2003



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Closing The Achievement Gap

- Closing the gap is essential
 - to student success
 - to district success
 - to our nation's future
- Closing the gap requires prevention AND intervention

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closing the

achievement

gap

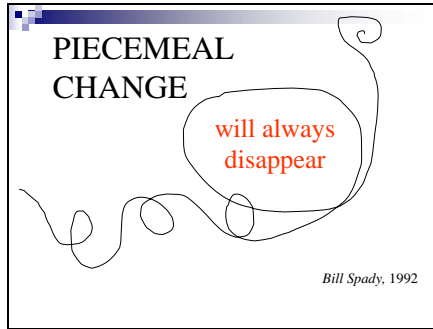
A circular diagram with 'Student Achievement' in the center. Surrounding it are five segments: Leadership (top), Curriculum (top-right), Instruction (right), Professional Development (bottom-right), and Leadership (bottom).

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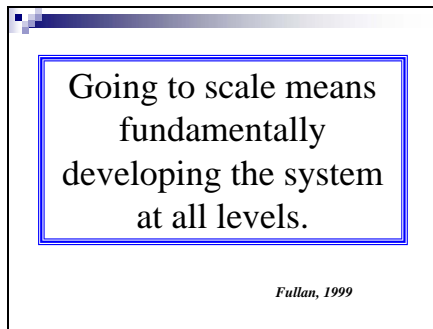
NASDSE'S BALANCED SYSTEM OF ACCOUNTABILITY

A triangle diagram with three vertices: 'SYSTEM STANDARDS' at the top, 'INPUTS & PROCESSES' at the bottom-left, and 'STUDENT LEARNING OUTCOMES' at the bottom-right. In the center of the triangle, the text reads 'KEEP THE TENSION!'.

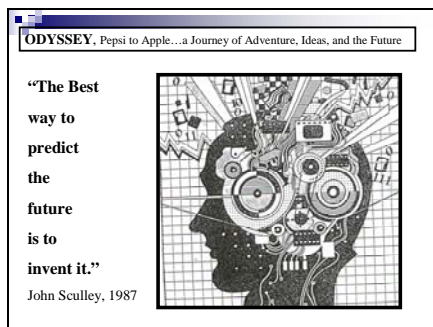
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If you're not hopelessly
confused, you're out of touch!
If you are hopelessly confused,
then you only have one
choice—
try stuff.

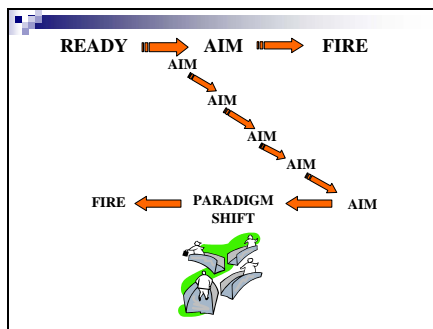
Embracing Chaos, 1993

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Above all,
Try something.

Franklin D. Roosevelt

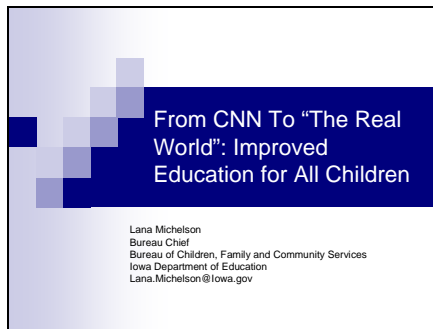
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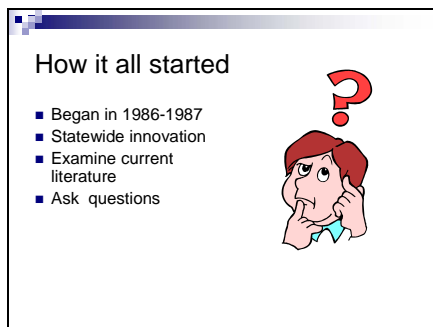
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A Series of Questions Were Asked


- What is working with the current system?
- What components of the system are in need of reconsideration?
- What barriers get in the way of trying these changes?
- Important - There was no presumption that what we were doing was not being done well.



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Assumptions


- Change in thinking is as critical as change in behavior
- Our historical system was predicated on a series of assumptions – these pervade practice today
- Basing our service delivery system on them has not resulted in broad-based and consistently replicable positive student achievement results for students with disabilities
- Last purpose of IDEA-To assess and ensure the effectiveness of efforts to education children with disabilities




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We Need A New Logic

- Begin with the idea that the purpose of the system is student achievement
- Acknowledge that student needs exist on a continuum rather than in typological groupings
- Organize resources to make educational resources available in direct proportion to student need




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The Reality

- **The effectiveness of any educational strategy for an individual can only be determined through its implementation.**


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Response to Intervention

- About a system of decision making
- Matching amount of student resources to degree of student need
- Matching precise nature of student need to instruction
- Being strategic and judicious in using instructional resources
- Using student data to maximize student learning
- Having data to tell you whether what you are doing is working

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Vocabulary – Convergence of Thinking

- **Problem Solving Model (PS):** Proposed, implemented and refined since the early '80s in special education as an alternative system to the traditional Refer-Test-Place system. It encompasses both general education and special education systems. Initially was individual student focused.
- **Response To Intervention (RTI) – Also called a Standard Treatment Approach (STA), Resistance to Intervention and Responsiveness to Intervention:** Being proposed by researchers across the country as an alternative method for identifying individuals with Learning Disabilities. An opportunity to link IDEA thinking with NCLB thinking.
- **School-Wide Model (SWM):** An integrative way of thinking logically and rationally about meeting All children's needs in a school. It represents a promising way for schools to comprehensively draw together and allocate their resources to meet children's educational needs. It is a "smart" system.

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Important Points

- These terms are similar in critical ways
- They represent different spins on the same core thinking by different people
- The same "big components" are there



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Beliefs that Support Response to Intervention




- All children can learn
- Educators are responsible to teach them
- Parents have vast knowledge about their children and should be partners in the educational system
- Children should be assisted when concerns arise, before problems grow
- Children's needs should be met in the general education setting whenever appropriate

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Beliefs that Support Response to Intervention

- Teachers and parents deserve the resources necessary to meet the educational needs of children
- The best educational strategy is the one that works; the response to intervention approach evaluates effectiveness frequently
- Assistance is designed to improve learning; accurate information about student progress should be communicated regularly



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Why Use a Response to Intervention Approach?

- Model is not just conceptual but practical
- Multidisciplinary ... it actually increases teaming
- Preventative / early intervention focus
- Increases amount of services to children
- Increases parental awareness and involvement
- Frees staff to make professional decisions
- Process is developmental ... requires flexibility
- Limited only by teams in ability to generate solutions
- Emphasis is always on least-restrictive environment
- Emphasis is on exit as much as entrance
- Match with our beliefs about education for all kids ...

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Implementation Myths


- Categorical
- Access to adult services
- Requires a waiver
- Lack of data



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Categorical Specific

- All kids
- Support Services And Related Services



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Limits Access to Adult Services

- Vocational Rehabilitation
- AHEAD criteria

[illegible]

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Requires a wavier



- There is tremendous flexibility within IDEA
- One of Iowa's greatest learnings as a state was that "we did it to ourselves"
- That is, most of the restrictions we perceived as barriers to changing what we were doing – they were self imposed by our state's interpretation of the Federal Law and Regulations

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Road Map




- Began with Teacher Assistance Teams or Student Assistance Teams
- Systematic Progress Monitoring of interventions
- Parents engaged in the process as soon as their was an identified problem
- Interventions were implemented based on functional assessment information in general education
- Used the data gathered during the intervention as teams examined entitlement and eligibility decisions
- Institutionalized
 - Eligibility Document
 - Administrative Rules of Special Education

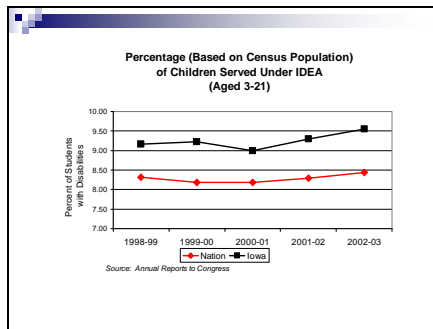
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There is a lack of data

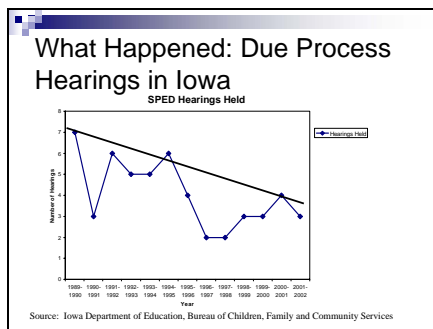
- Census data
- Due Process data
- Personnel data
- Quality Implementation data
- Customer Satisfaction



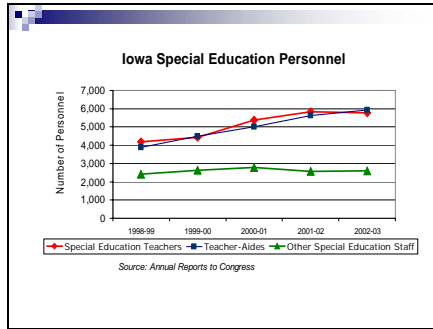
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Examine our implementation



- Involvement of practitioners
- Description of problem and goal
- Communication with parents
- Baseline data
- Intervention plan-instruction
- Systematic data collection used to make decisions
- Data correlates to decision

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What Happened: Consumer Satisfaction

Question 1: The problem solving process supports teachers in improving the performance of students whose academic skills and behaviors are of concern. This includes the Building Assistance Team or other intervention supports.

	Gen Ed Teachers n=416	Principal n=46	Sp Ed Teachers n=126
Agree	90.3%	97.1%	86.6%

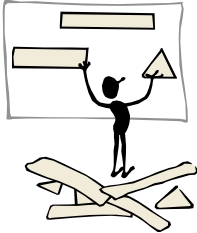
Question 2: Problem solving process leading to educational interventions is equally applicable for helping students in general and special education.

	Gen Ed Teachers n=416	Principal n=46	Sp Ed Teachers n=126
Agree	86.8%	97.1%	86.8%

Source: Consumer Satisfaction Survey 2002-2003

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Lessons Learned/System Change



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Four “Big Ideas” of Doing RTI on the Ground

- People Need to Know “Why” We’re Doing It
- We Need “Smart Systems Structures”
- We Need to Import Science Into Practice in Two Ways
 - Service Delivery Process – Using a Self-Correcting Problem Solving Approach
 - Content Delivery Process– Selecting Instructional Approaches That Are Research-Validated

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Face the Outside World


- Center on mission
- Operate “just beyond the impossible”
- Be aware of the problems and embrace them
- Lower the barriers to external collaboration
- Harvest external support
- Prepare for hardball
- Pay attention to outcome



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Create the Freedom to Imagine


- Create room to experiment
- Lower the barriers to internal collaboration
- Prime the organization for innovation
- Create a marketplace of ideas
- Prepare for stress
- Maximize diversity



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Leadership


- Be clear about who decides
- Issue a call for ideas
- Give the permission to fail
- Communicate
- Pay attention to sequencing
- Teach the organization how to say no and why to say yes
- Keep faith and intuition alive and in perspective



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Manage the System

- Measure performance
- Celebrate success
- Have fun
- Build mission into systems, not vice versa
- Be disciplined about management
- Listen to the stakeholders and organization
- Keep learning



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Bottom lines



- Come together and work together
- Stick together for the long haul
- Confront the present situation
- Create a vision for a more effective system
- Attend to change
- Have an implementation plan
- Develop performance measures

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Thinking Differently



- Knowing why problems occur and what will solve them is important
- Intervention is derived from analysis results
- "Functional" means different things
- New information will not be gathered until you know what you don't already have
- Assessments will serve multiple purposes

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Thinking Differently



- Student problems can be defined and changed
- Questions will drive assessments
- Assessments will lead to instructional decisions and be low in inference
- Enabled learning rather than discrepancy or diagnosis is the goal

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Quote



- We have witnessed over the last 30 years numerous attempts at planned educational change. The benefits have not nearly equaled the costs, and all too often, the situation has seemed to worsen. We have, however, gained clearer and clearer insights over this period about the do's and don'ts of bringing about change...One of the most promising features of this new knowledge about change is that successful examples of innovation are based on what might best be labeled "organized common sense." (Fullan, 1991, p. xi-xii)
- Fullan, M. G. (1991). *The new meaning of educational change*. New York, NY : Teachers College Press.

[illegible]

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Into Reality: To Get To All, Attend To Every

W. David Tilly III
Coordinator of Assessment Services
Heartland Area Education Agency
Johnston, Iowa
dtilly@aea11.k12.ia.us

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So Let's Put This All in Context



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We Can Do Better Than We've Ever Done Before

- Advances in knowledge
- Advances in practice
- Flexibility in our structures
- Federal Law acceptance of different methods/approaches
- One goal – all students must become proficient (Consistent with NCLB)



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To Get There in Practice: We Need to Do Three Things

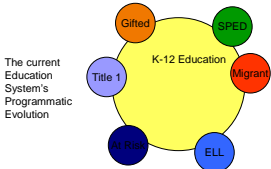


1. Adopt "Smart" system structures
2. Import the "Scientific Method" into practice
3. Use scientifically validated teaching practices to the greatest degree possible

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Thing 1: Adopt Smart System Structures

- One Perspective on History Our education system has grown up through a process of "Disjointed Incrementalism" (Reynolds, 1988)




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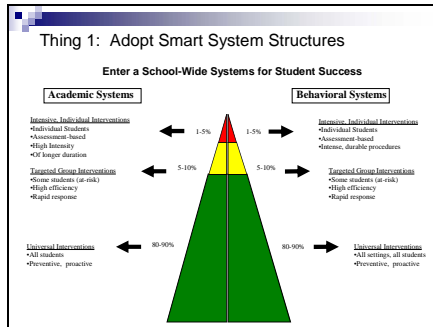
Thing 1: Adopt Smart System Structures

Unintended Effects

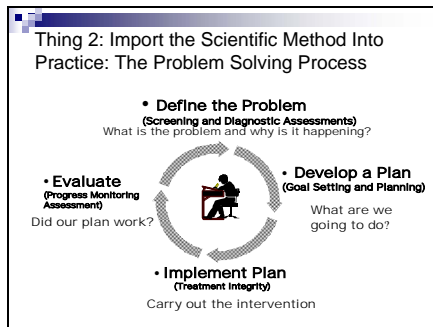
- Conflicting programs
- Conflicting funding streams
- Redundancy
- Lack of coordination across programs
- Nonsensical rules about program availability for students
- Extreme complexity in administration and implementation of the programs



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Thing 2: In RTI, We Differentiate Assessment for the Purpose of Differentiating Instruction

- **Def:** Assessment, is the process of collecting information for the purpose of making decisions or answering questions (Salvia and Ysseldyke, 1991)
- Different kinds of assessment data are needed for different decisions within the system
- 3 Major Types of Decisions/Assessments



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Thing 2: Three Primary Types of Assessment




1. **Screening Assessments:** – assessments used to determine if additional investigation is warranted
2. **Diagnostic Assessments:** Assessment conducted at any time during the school year when more in-depth analysis of a student's strengths and weaknesses is needed to guide instruction (Institute for the Development of Educational Achievement, 2003)
3. **Progress Monitoring Assessments:** Assessment conducted a minimum of three times a year or on a routine basis (i.e., weekly, monthly, or quarterly) using comparable and multiple test forms to (a) estimate rates of student improvement, (b) identify children who are not demonstrating adequate progress and therefore require additional or different forms of instruction, and/or (c) compare the efficacy of different forms of instruction for struggling readers and thereby design more effective, individualized instructional programs for those at-risk learners. (adapted from Institute for the Development of Educational Achievement, 2003)

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Thing 3: Use Scientifically Validated Practices to the Extent Possible

- Investigate the research base
- Know your own context and needs
- Match up strategies/approaches with your needs
- Monitor the extent to which they are effective
- Change ineffective programs and strategies



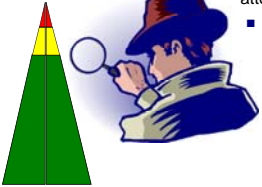
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A Thumbnail of RTI in Practice



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To Get To "All"



- We must pay attention to "Every"
- We must pay attention to the system first
- Then we move to small groups and individuals

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Step 1: Figure Out Who's "Getting it" Based On Core Instruction Alone

Roll #	Student	Last Name	First Name	95-99	80-94	65-79	50-64	35-49	20-34	1-19
1001	Smith	John	David	95	85	75	65	55	45	35
1002	Smith	John	David	95	85	75	65	55	45	35
1003	Smith	John	David	95	85	75	65	55	45	35
1004	Smith	John	David	95	85	75	65	55	45	35
1005	Smith	John	David	95	85	75	65	55	45	35
1006	Smith	John	David	95	85	75	65	55	45	35
1007	Smith	John	David	95	85	75	65	55	45	35
1008	Smith	John	David	95	85	75	65	55	45	35
1009	Smith	John	David	95	85	75	65	55	45	35
1010	Smith	John	David	95	85	75	65	55	45	35
1011	Smith	John	David	95	85	75	65	55	45	35
1012	Smith	John	David	95	85	75	65	55	45	35
1013	Smith	John	David	95	85	75	65	55	45	35
1014	Smith	John	David	95	85	75	65	55	45	35
1015	Smith	John	David	95	85	75	65	55	45	35
1016	Smith	John	David	95	85	75	65	55	45	35
1017	Smith	John	David	95	85	75	65	55	45	35
1018	Smith	John	David	95	85	75	65	55	45	35
1019	Smith	John	David	95	85	75	65	55	45	35
1020	Smith	John	David	95	85	75	65	55	45	35
1021	Smith	John	David	95	85	75	65	55	45	35
1022	Smith	John	David	95	85	75	65	55	45	35
1023	Smith	John	David	95	85	75	65	55	45	35
1024	Smith	John	David	95	85	75	65	55	45	35
1025	Smith	John	David	95	85	75	65	55	45	35
1026	Smith	John	David	95	85	75	65	55	45	35
1027	Smith	John	David	95	85	75	65	55	45	35
1028	Smith	John	David	95	85	75	65	55	45	35
1029	Smith	John	David	95	85	75	65	55	45	35
1030	Smith	John	David	95	85	75	65	55	45	35
1031	Smith	John	David	95	85	75	65	55	45	35
1032	Smith	John	David	95	85	75	65	55	45	35
1033	Smith	John	David	95	85	75	65	55	45	35
1034	Smith	John	David	95	85	75	65	55	45	35
1035	Smith	John	David	95	85	75	65	55	45	35
1036	Smith	John	David	95	85	75	65	55	45	35
1037	Smith	John	David	95	85	75	65	55	45	35
1038	Smith	John	David	95	85	75	65	55	45	35
1039	Smith	John	David	95	85	75	65	55	45	35
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1041	Smith	John	David	95	85	75	65	55	45	35
1042	Smith	John	David	95	85	75	65	55	45	35
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1083	Smith	John	David	95	85	75	65	55	45	35
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1085	Smith	John	David	95	85	75	65	55	45	35
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1096	Smith	John	David	95	85	75	65	55	45	35
1097	Smith	John	David	95	85	75	65	55	45	35
1098	Smith	John	David	95	85	75	65	55	45	35
1099	Smith	John	David	95	85	75	65	55	45	35
1100	Smith	John	David	95	85	75	65	55	45	35


Accountability Assessment

In This Case 62.1%

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For Those Successful Based on Core Instruction

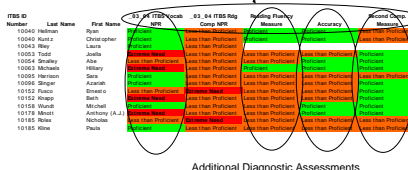
- Further diagnostics typically not needed
- Progress monitoring occurs yearly with district accountability assessment and progress in classes



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Step 2: For Less Than Proficient Kids, Figure Out What They Need

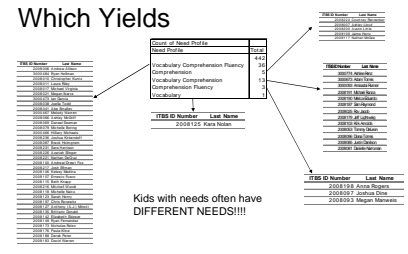
Critical Components of Reading



Additional Diagnostic Assessments

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Which Yields




Kids with needs often have DIFFERENT NEEDS!!!!

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Which Brings Up the Issues

- How do we get these kids supplemental instruction, focused on their needs? In addition to their Core.
- How do we get progress monitored at a group level?
- How do we create flexible groupings, responding to the data?
- Keep what is working, change what is not



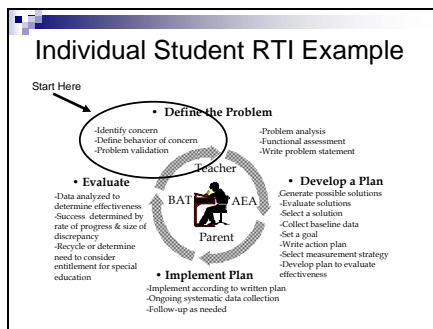
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If Implemented Well



- Core + Supplemental instruction should meet the needs of a large proportion of Less Than Proficient students' needs
- There will still be students who-
 - Are successful with supplemental, but need intensive support to maintain growth
 - Need more individualized, intensive instruction

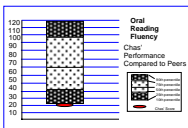
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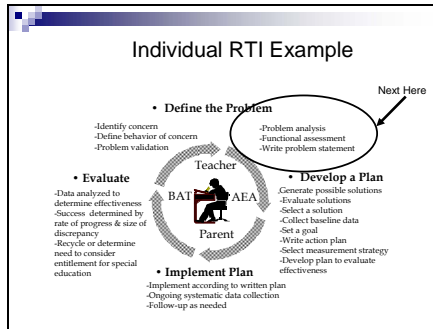
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Illustration: Chas

- Second grader, Winter
- Supplemental Instruction in reading received in 1st Grade
- This is an example of a screening assessment
- Other classroom data were available to validate the problem




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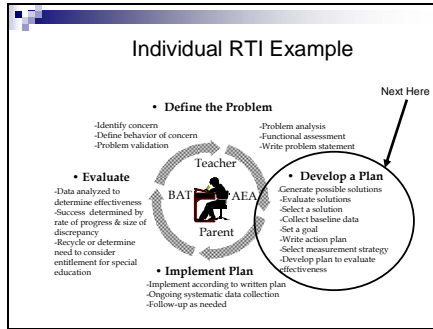
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Problem Analysis (Summary)

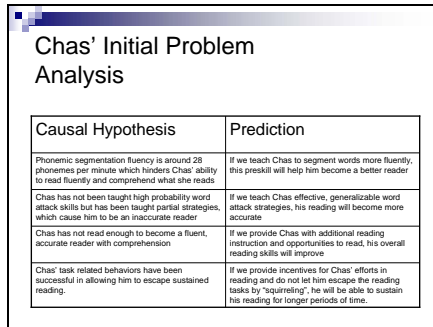


- Phonics (ORF is circa 21 words per minute in second grade passages)
 - Decoding is very labored, slow, halted and inaccurate (fluency and accuracy)
 - A majority of his correct words are high frequency sight words
 - There are many letter-sound correspondences and letter combinations (digraphs and vowel teams) Chas consistently struggles with (phonics)
 - Chas' phonemic awareness skills have some critical deficits and he hit benchmark levels (DIBELS) of performance 4 to 6 months after he should have
 - Chas is using a number of "partial strategies" to attack unfamiliar, phonetically regular words
 - Chas' oral language vocabulary is significantly limited compared to typical peers (vocabulary)
 - All of which make very difficult for Chas to comprehend what he reads (comprehension)
- Task-related behavior – Chas has many topographies of escape behavior. He whines, wiggles, asks for breaks and attempts to redirect his teacher into conversations unrelated to the lesson.
- Intervention summary – Chas received Reading Recovery instruction second semester of his first-grade year. He has been receiving supplemental instruction targeted at fluency and phonics during the first semester of second grade.

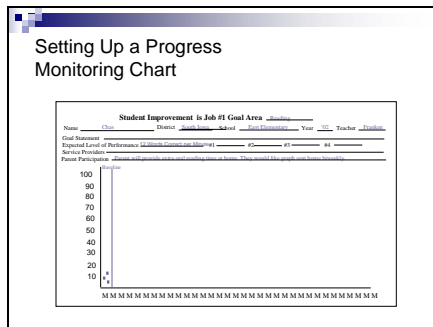
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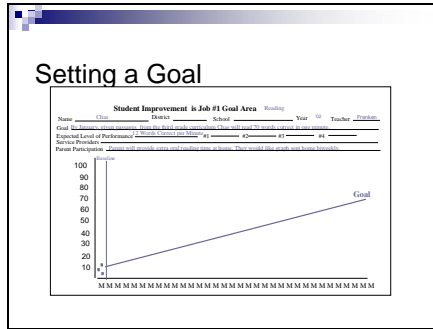
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Chas' Reading Goal

By January of 3rd grade, given passages from 3rd grade reading curriculum material, Chas will read 70 words correct in one minute with five or fewer errors

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Instructional Decision Making

Instructional Intervention Plan

Decision Making Plan:

Plans will be collected at least once per week and shared. If three consecutive data points fall below the goal line the problem solving team will reconvene and an instructional change will be made.

Student _____ **Class** _____

Intervention Designer _____ **Team Address** _____

Goal Area _____ **Reading** _____

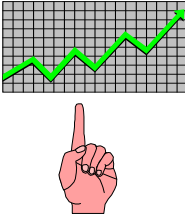
Advisor _____ **S. Cate** _____

Date	Instructional Strategies	Materials	Arrangements	Time	Motivational Strategies
1	Explicit or alternative responses to reading Prayer or breathing activity Additional paired reading time	Books and think aloud The Magician Take look at the reading list	During study group reading in the classroom Prayer session Choir group each day for this session	10 minutes Daily	Verbal Praise
2					
3					

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Decision Making Plan


- Frequency of data collection
- Strategies to be used to summarize data for evaluation
- Number of data points or time before analysis
- Decision rule



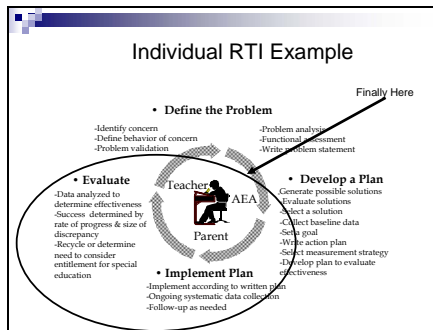
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Instructional Decisions

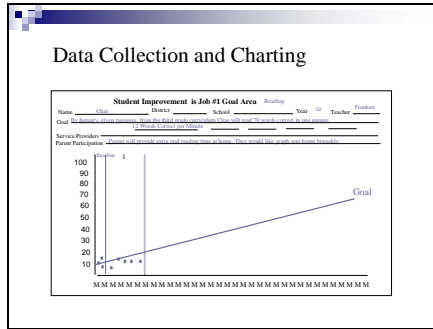
- Instructional procedures
- Materials
- Arrangements
- Time
- Motivational Strategies



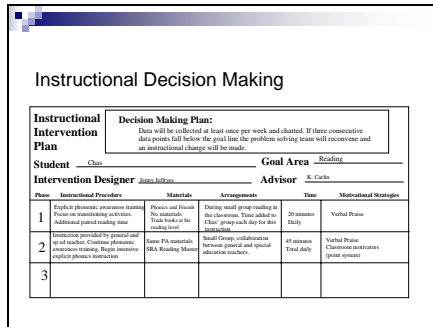
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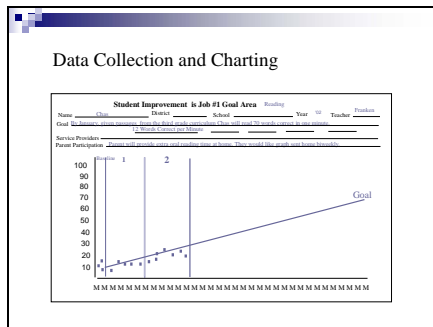
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Slide 109

Instructional Decision Making

<p>Decision Making Plan: Data will be collected at least once per week and shared. If there consecutive data points fall below the goal line the problem solving team will reconvene and an instructional change will be made.</p>				
<p>Student <u>Class</u></p>		<p>Goal Area <u>Reading</u></p>		
<p>Instructional Designer <u>Jessica Tully</u></p>		<p>Advisor <u>D. Tilton</u></p>		
Plan	Instructional Procedure	Materials	Arrangements	Timeline
1	Explicit phonemic awareness training Focus on sequencing activities Additional guided reading time	Fluency and fluency Phonics Task cards at the leveled level	During small group reading in the classroom. Task cards for the group each day for this intervention	20 minutes Verbal PA
2	Phonics instruction provided by general and small group teacher. Continue phonemic awareness and phonics instruction explicit phonics instruction	PA examples PA Reading Maps	Small Group, collaboration between general and explicit instruction teachers.	45 minutes Verbal PA Classroom instructions (point system)
3	Some instructional procedures are not used on reading time each day	Some PA Phrases and task cards Modified PAAS	At the end of each day, this class will read with a partner using PAAS procedures during their shared time	Added 15 minutes Verbal PA Classroom instructions (point system)

[illegible]

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Data Collection and Charting


Student Improvement is Job #1 Goal Area					Reading	Writing	Total	Teacher	Principal
Name	<u>Chloe</u>	<u>Elizbeth</u>	<u>_____</u>	<u>_____</u>	<u>_____</u>	<u>_____</u>	<u>_____</u>	<u>_____</u>	<u>_____</u>
Goal	<u>Improve reading skills by the end of the year</u>				<u>Improve writing skills by the end of the year</u>		<u>_____</u>		
Service Providers	<u>_____</u>				<u>_____</u>		<u>_____</u>		
Parent Participation	<u>_____</u>				<u>_____</u>		<u>_____</u>		

Month	Score
1	15
2	18
3	20
4	22
5	25
6	28
7	30
8	32
9	35
10	38
11	40
12	42
13	45
14	48
15	50
16	52
17	55
18	58
19	60
20	62
21	65
22	68
23	70
24	72
25	75
26	78
27	80
28	82
29	85
30	88

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Problem Solving and RTI in Practice



Heartland Early Literacy Project
(HELP)

[illegible]

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[illegible]

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Near In Measures



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Kindergarten: PSF Project-Wide Data

2003-2004

Beginning

Middle: 5397

End: 0

2002-2003

Beginning

Middle: 4791

End: 4505

2001-2002

Beginning

Middle: 4385

End: 4578

2000-2001

Beginning

Middle: 4331

End: 0

Benchmark goal for all students in Spring of Kindergarten: 35-45 correct phonemes per minute.

90th Percentile, May need intensive individual support
80th Percentile, May need intensive individual support
70th Percentile, May need intensive individual support
60th Percentile, May need intensive individual support
50th Percentile, May need intensive individual support
40th Percentile, May need intensive individual support
30th Percentile, May need intensive individual support
20th Percentile, May need intensive individual support
10th Percentile, May need intensive individual support

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Kindergarten: NWF Project-Wide Data

2003-2004

Beginning

Middle: 4042

End: 0

2002-2003

Beginning

Middle: 4043

End: 4240

2001-2002

Beginning

Middle: 1298

End: 4375

2000-2001

Beginning

Middle: 46

End: 4323

1999-2000

Beginning

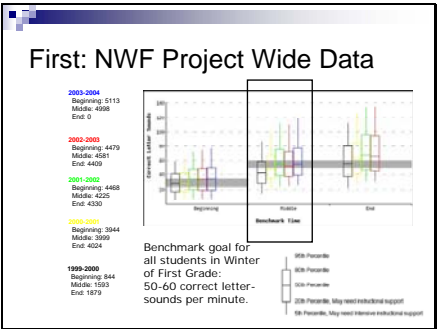
Middle: 0

End: 2108

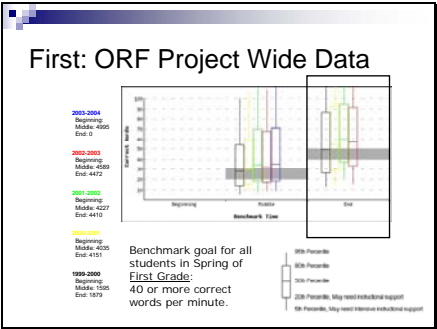
Benchmark goal for all students in Winter of First Grade: 50-60 correct letter-sounds per minute.

90th Percentile, May need intensive individual support
80th Percentile, May need intensive individual support
70th Percentile, May need intensive individual support
60th Percentile, May need intensive individual support
50th Percentile, May need intensive individual support
40th Percentile, May need intensive individual support
30th Percentile, May need intensive individual support
20th Percentile, May need intensive individual support
10th Percentile, May need intensive individual support

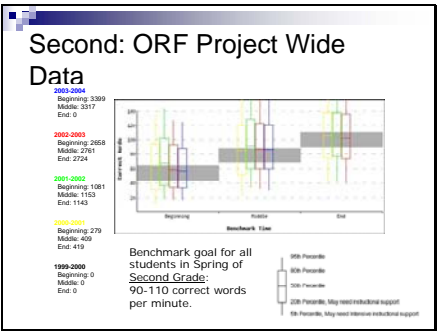
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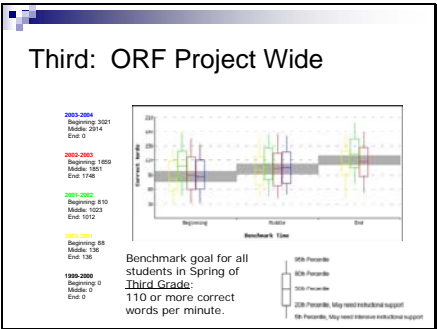
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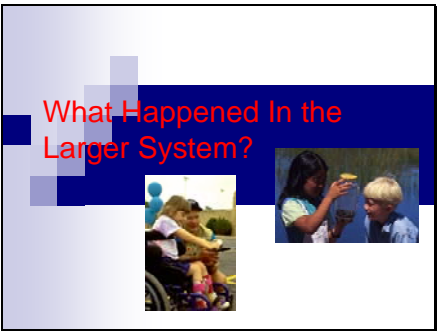
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CBM Reading Norms

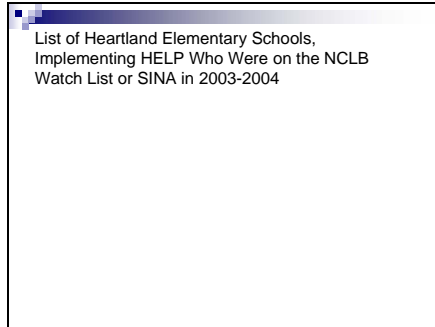
Changes in Agency-Wide Medians (Spring of the Year)

	1st	2nd	3rd
1994	41	98	117
2002	60	104	133

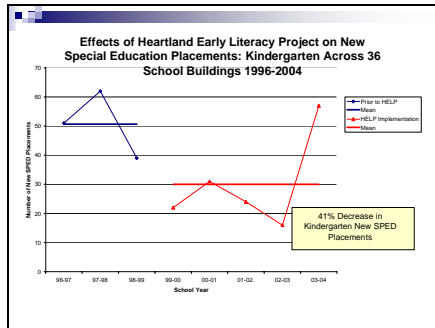
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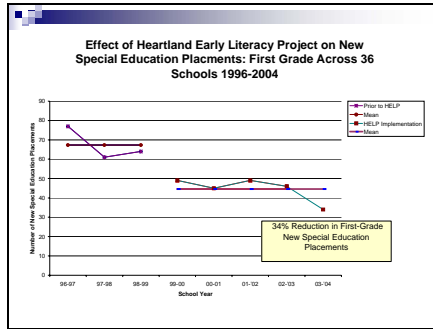
Slide 125



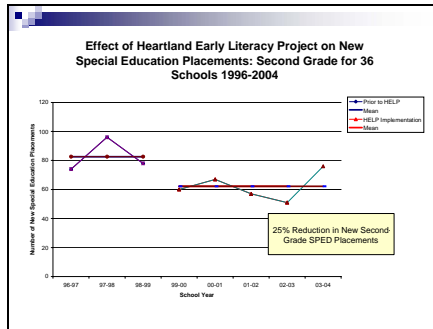
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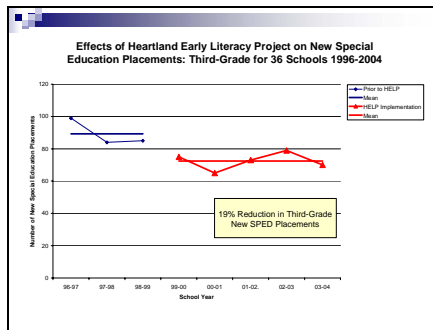
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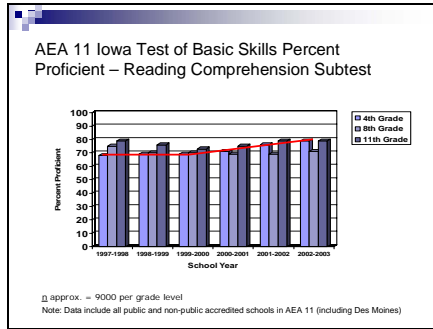
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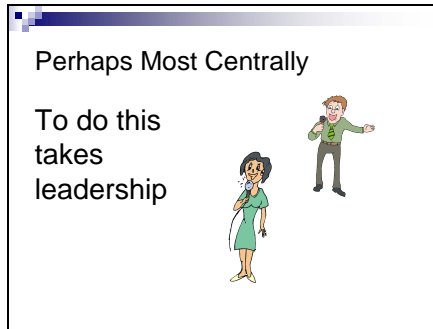
Slide 129



Slide 130



Slide 131



Slide 132

